A COMPARATIVE STUDY OF SELECTED PSYCHOLOGICAL CHARACTERISTICS BETWEEN PHYSICAL EDUCATION AND NON PHYSICAL EDUCATION STUDENTS

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CHAPTER -I

INTRODUCTION

Origin of the problem

Psychological characteristics both negative and positive impact of student's life, its effects could be reflected in student social, academically, and health outcomes College may be even more stressful for international students who have the added strain of learning different cultural values and language in addition to academic preparation (Essandoh, 1995; Mori, 2000). Stress, depression and anxiety are the psychological problems. It is well recognized that the Health of students is affected by the stresses of Academic life. These stressors may affect their learning ability, Academic performance and Health. Several international studies have revealed high rates of Health problems in post graduate and undergraduate students as a result of their studies. (Bramness,2013). Research study conducted in the USA has reported a nationwide increase in stress among undergraduate college students in various fields of study (Sax 1997). The students from different countries, have been found at risk of psychological stress, mental disorders and decreased life satisfaction. (Guthrie et.al.1998, Dusselier et. al., 2005, Shaikh, 2004. Dyrbye 2007. Bramness,2013). Academic demands and the quality of the study environment may vary in different fields of education and different colleges and consequently result in different student life-styles and Health effects. When stress is perceived negatively or becomes excessive, it can affect both Health and Academic performance (Chan & Koh, 2007.). Stress is a mechanism of any internal or external demand made upon the body (Dusselier et. al., 2005).Stress is considered as a state of individuals that result from their interaction with environment that is perceived as too demanding and a threat to their well-being. The stressors are not only physical, but may also involve emotions. However, when education is perceived as a threat, stress can elicit feeling of hopelessness and a forbidding sense of loss thus lead to lower Academic achievement. Excessive stress among students was found to reduce

effectiveness of their study which contributes to bad habits, and results in negative long term consequences, including absenteeism, poor Academic performance, and study dropout. Wintre and Yaffe (2000) found that increases in stress during the first year predicted decreased overall adjustment and made the students more vulnerable to many social and psychological problems, thus contributed lower grade point average (GPA) in final year. Social situation is another important factor in causing stress. A more recent study showed that that social situation of the students could activate stress (Dusselier et al., 2005). In addition , Mental health refers to emotional and psychological well-being with good mental health helps to lead a relatively happy and healthy life. It helps you demonstrate resilience and the ability to cope in the face of life's adversities, (Bramness 2013). **Furthmore, Academic performance** is the extent to which a student, teacher or institution has achieved their short or long-term educational goals. When stress is perceived negatively or becomes excessive, it can affect both health and academic performance (Camp bell &Svenson, 1992). University students often attempt to control and reduce their stress through avoidance, religious and social support, or positive reappraisal (Mattlin, Wethington, & Kessler, 1990; Blake &Vandiver, 1988). Student academic stress is also reduced and controlled through effective time management and study techniques (Brown, 1991). Macan (1990) found that student who perceived themselves in control of their time reported greater work and life satisfactions and fewer job-induced and somatic tensions.Stress is a consequence of or a generalresponse to an action or situation that placesspecial physical or psychological demands,or both, on a person. As such, stress involvesan interaction of the person and theenvironment. The physical or psychologicaldemands from the environment that causestress are called stressors. Stressors cantake various forms, but all stressors have onething in common; in both situations it dependson the individual perception level.Stress has been identified in highest education as negatively affecting studentsbecause they can become overwhelmed with managing all of their responsibilities(Vlisides, Eddy, &Mozie, 1994). In turn, the stress that students experiencemay have a detrimental effect on their academic performance

(Sloboda, 1990).As well, academic stress has been related to counselling concerns such as anxietyand depression among university students (Ragheb& McKinney, 1993). High levels of stress may have a negative effect onmastery of the academic curriculum. Stress, healthand emotional problems increase during the periodof undergraduate medical education. This can lead tomental distress and has a negative impact on cognitivefunctioning and learning (Dahlinet.al.2005). The students also face social, emotional and physical and family problems which may affect their learning ability and academic performance (Fish &Nies, 1996; Chew et. al, 2003). Too much stress can cause physical and mental health problems, reduce student self-esteem and may affect students academic achievement (Niemi&Vainiomaki, 1999).

Statement of the Problem:

The information concerning the state of Health outcomes and particularly psychological problem(stress) among physical education students has been more and more alarming. The students are under significant training stress which can cause subjective distress and influence health outcomes. The physical or psychological demands from the environment that cause stress are called stressors. Stressors can take various forms, but all stressors have one thing in common; in both situations it depends on the individual perception level. The problem will be stated "**A Comparative study of selected Psychological Characteristics between physical Education and Non Physical Education students "**

OBJECTIVES OF THE STUDY

The objective of the study is to compare the selected Psychological Characteristics between physical Education and Non Physical Education students

HYPOTHESIS OF THE STUDY:

The Hypothesis formulated by the investigator are as:

1. There will be significant between selected Psychological Characteristics between physical Education and Non Physical Education students

Delimitation of the Study

1) The present study will be delimited to Physical education students and non-physical education students.
2) The present study will be delimited to 200Physical education students and 200 non physical education students.
3) The present study will be delimited to the players of 20-28 years of age.
4) The academic stress, self-efficacy, coping and health outcome will we selected psychological characteristics.

Limitations:

1. Since the students belonged to different subjects hence the prior experience of the students may be considered as a limitation to the study
2. Since the students belonged to different background this may be also considered as the limitation of the study
3. There will be no control of research scholar on the subjects of students.
4. The effects of weather, condition will be considered as limitations.

Definition and explanation of important technical term

Psychological Characteristics

A trait is a distinguishing characteristic, feature or quality and behavioural characteristics.

Academic Stress:
Academic stress is negative Mental and Emotional Pressure, Tension due to academic curricula, or Stress that occurs due to the academic load during college life.

Health outcomes:

Health outcomes are changes in health status that result from measures or specific health care investments or interventions.

CHAPTER-II

OVERVIEW OF LITERATURE:

Many researchers studied the stress experienced by students and the demographic factors affecting it.

Mukeshet.al (2014) found the negative effect of stress on Academic performance in students, Singh (2015), assessed the psychological disorders and mental health of Indian and Thai students.

The study of Hamaideh (2011) aimed to identify stress and reactions to stress among university students and examine the correlations between student stressors and study variables. The result indicated that the highest group of stressors experienced by students was self-imposed stressors followed by pressure. Cognitive responses were found to be the highest responses to stressors experienced by students.

Dahlinet.al.(2005) found that High levels of stress may have a negative effect on mastery of the Academic curriculum. Stress, Health and emotional problems increase during the period of undergraduate Professional education. This can lead to mental distress and has a negative impact on cognitive functioning and academic performance.

Tysee, (2001) Revealed that Professional school stress is likely to predict later mental Health problems, but students seldom seek help for their problems.

Dahlin et al (2005) showed that the prevalence of depressive symptoms among Swedish students was 12.9% and a total of 2.7% of students had made suicidal attempts due to high level of stress.

Dyrby (2006) argued that, Professional educators to pay attention and know the prevalence and causes of students' stress, which not only affects their Health, but also their Academic achievement at different time points of their study period. Studies from other parts of world have shown a high prevalence of stress in Professional students (Goebert2009) but studies on Indian Professional students are lacking. India has one of the largest numbers of Professional colleges and

Professional students with majority of the students in private Professional schools.

Chen, Wong, Ran and Gilson (2009) conducted a study to describe the relationship between college stress, coping strategy and psychological well-being, The study has proved that psychological well-being has a negative relationship with college stress and a positive coping strategy has significant buffering effects on psychological health problems. The findings highlighted in the previous research found that stress give influence on academic achievement. The presence of stress could effect on how students' performance in their academic life. Thus, the higher the stress level, the lower is the academic achievement,(Dahlinet.al.2005).

Tajularipin, Vizata and Saifuddin (2009) found that (29%) of the students experienced medium stress, and there is a significant difference in the level of stress attributed to gender, and between students in rural and urban secondary schools, the results also indicated that there are many factors influence students' stress such as parenting style, and parents education background.

Laurence, Williams, and Eiland (2009) conducted a survey of (453) graduate students, (25%) reported elevated depressive symptoms, the study indicated the exams, fear of falling, shortage in clinical time, decrease in self-esteem and prompt reduction in time spent in recreational activity have been associated with higher stress levels.

Iglesias et al (2008) suggested that stress management pilot program has a promising applicability to deal with high levels of stress, improving the student academic performance and health.

Wong, Cheung, Chan and Tang (2006) conducted a web-based survey of depression, anxiety and stress in first year tertiary education students in Hong Kong, the results indicated that (27.5%) of the sample (7915 students) had a moderate severity or above of depression, anxiety and stress.

Kiran and Bhanot (2009) reported a significant effect of stress on the academic performance of adolescent girls. Murthy and Kulshreshtha (1999) found that

academic stress and academic achievement were inversely and significantly related.

Khan Altaf and Kausar (2013) explored the effect of academic stress on students' performance and the impact of demographic variables like gender, age and educational level.

Lama (2011), identified the impact of mood disorders, especially anxiety and depression among a sample of students for their Academic achievement in Tafila Technical University.

Bostani (2014) revels that, higher the mental health of the students, the better their educational performance.

Singh (2015) assessed the psychological disorders of Indian and Thai medical students. For measure the Psychological distress of the study, Mental Health Inventory prepared by Davies AR, Sherbourne CD, Peterson JR and Ware JE (1998) was used. The sample consisted of 250 Indian medical students and 250 Thai medical students were selected for the study. The findings of the research showed that significant difference of Psychological distress was found between Indian and Thai medical students; Indian medical students was found to have got more psychological distress rather than Thai medical students, while comparing psychological distress between female medical students the result reveals that significant difference of Psychological distress was found between Indian and Thai female medical students. Thai female medical students incur significantly less psychological distress rather than Indian female medical students.

Thackore et al, (1971) report certain characteristics of a section of university student population. This study had a sample consisting of 58 medical students who attended psychiatric consultation during the period of 4 academic years commencing from 1966. Each student underwent detailed psychiatric of 4 academic years commencing from 1966. Each student underwent detailed psychiatric and medical evaluation. On the basis of results, the prevalence rate of psychiatric morbidity among this population was 1%. Over 85% of them were average or above average in intelligence and majority of them suffered from anxiety and depression.

Kumaraswamy (1990) in a study of psychological problems of college students of a 100 medical students, it was found 26% having Psychological distress and 31% anxiety and Depression.

Dalal & Bala (2013) determine the prevalence of stress among medical students-2011 admission batch. Their physical examination, anthropometry and BP measurements were done. GHQ-12 was used as a screening instrument for assessment of Stress. A total of 152 students were studied. 30.3% students were staying in the hostel. Overall prevalence of hypertension was 14.5%. Overall prevalence of stress according to GHQ-12 was 23.7%. The main sources of stress were difficulty in keeping pace with vast portion of subject, understanding the topic, lack of recreation and sleep. **Devi, Patel & Ashok (2013)** stratified random sample of 235 students was assessed using Beck Depression Inventory by investigators. Associations between depression and class of studying, age group, social factors like alcohol use, drug addiction, family problems, family history of depression, and staying away from home were analysed. The overall prevalence of depression was found to be 71 %. Among those with depression, a majority (67%) had mild and moderate degree of depression. The study showed that only 54% (127) of the depressed were females and 46% (108) were males. According to cut-off scores, 68 students (29%) scored as normal, 99 (42%) as mild, 59 (25%) as moderate, 9 (3.8%) as severe. None of them had very severe depression (>40). The prevalence of depression was comparatively less among 1st medical students (61%) and the difference between the grade of depression and year of studying was found to be significant ($\chi 2 = P<0.001$). The prevalence was significantly more among those with family problems and students put in hostel. The prevalence of depression is high among medical students. Hence there is a need for early screening and psychiatric counselling of this vulnerable population.

Marjani et.al. (2008) Studied on three years medical students (129 basic sciences students) in Gorgan Faculty of Medicine, Golestan University of medical Sciences, were asked to complete the Kessler 10 questionnaire. Revealed mild, moderate and severe stress among 26.22%, 20.50% and 14.75%

study subjects. 39.35% of medical students had no stress. There was statistically significant association between year of study and stress levels (p= 0.040).

Sandhu (2013) studied on male and female students of three different ethnic groups and the effects of stress in areas such as academic, social, financial and their everyday life. The Chinese students reported significantly less “academic stress” than the Malay students, and the Malay students reported significantly less “financial stress” compared to the Chinese and Indian students. Medical education can be a health hazard for medical students.

CHAPTER-III

METHODOLOGY:

This chapter will explain the methodological details used to implement the study. Specifically, general perspective and context of the study, an overview of the participants, a description of the instruments and procedures use in data collection, and an explanation of data analysis.

a) COVERAGE

(i) Universe of the study:

The Universe of the study shall be the students who are studying in physical education subject discipline in Indian universities. The participants will be male and female and who are enroll in final year under graduate and postgraduate courses

Sampling frame :

The sampling frame will be included physical education students. The age ranged of the students between 20 to 28 years.

Sampling method:

The method of sample will be purposive –A non-random method of sampling design for under graduate and postgraduate students with a specific purpose.

(ii) Sample Size

Total 200 hundred male and female students will be selected for the study.

Research Design

This study involves a survey on students in a non-experimental, descriptive survey design.

Ethical Consideration:

In collecting the data, the researcher Follow the ethical guidelines, principles, and standards for studies conduct with human beings.

b) DATA COLLECTION

Source of Data:

The study depends mainly on primary source of data. The data will be collected through respondents in the form of Questionnaires, and Demographic information sheets from 200 physical education and 200 other Students. The data will be collected from different colleges and university fromMaharashtra.

Tools of data Collection

There will be four parts of questionnaires, including 1) the academic self-efficacy;2)Academic stress;3)Ways of Coping 4) mental health and lastly the demographic data sheet.

1. **Academic self-efficacy**:

   To measure academic self-efficacy, Yuen and his colleagues (2004B) Academic Self-efficacy scale extracted from the Life Skills Development Inventories will be used (Cronbachs alpha = .90). The scale consisted of 24 items and its measures four dimensions of academic self-efficacy; namely, Study skills , Time management,m Critical and creative thinking and Involvement in Learning.

2. **Psychological problems**

   For the student's psychological problems , Gadzella's(1994) Students-life Stress Inventory(SLSI)will be used. There were two sections; academic stressors and reaction to stressors in the scale. It consisted of 23 items by rating each item in a 5-point Likert scale (from 1=never to 5 = most of the time).

3. **Health outcomes:** In assessing the health outcomes, the Medical Outcome study: Short-form 36(MOS-36) was developed by Ware,Snow,Kosinki,Gandek (1993) will be used. It assesses eight health concepts including: Perceived general health(5 items);Physical functioning(10 items);Social functioning(2items); Body pain(2items);Vitality(4 items);Physical role(4 items);Emotional role(3 items);mental health(5items).
4. **Demographic information**:

   The demographic information about Gender, age, daily smoking, drug use, etc. will be obtained before seeking responses.

Techniques for Collection of data

The letter to be send to the concern authority for seeking their permission and cooperation in the completion of the study along with all document including, full proposal, information sheet for participant, consent form, and the sanction letter. After getting permission from the institution, the questionnaires with consent form will be distributed by the research assistant in the presence of investigator to the participants and collected from them after they have responded.

Analysis of the data:

To assess the relationship between the main variable and stress, the study will use logistic regression analysis. To assess the relationships among the main variables, correlation test will be used to find out the relationship between stress with health outcomes and Life stress with academic performance.

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Tentative Chapterization:

The present study will be divided in the following chapters:

Chapter - 1

The Chapter One outlines the background of the problem under consideration, its significance in the present scenario, the scope of the study, objectives the research intends to achieve and hypotheses to be established. This chapters also includes the

The Chapter Two undertakes the review of literature related to the present topic of study and tries to define the problem under consideration in a proper way. Firstly, the chapter defines important terms and concepts in a proper way to give readers an understanding of various terms in the research report. Secondly, it critically reviews the gender-based violence. The chapter identifies the research gaps between the problem under consideration and the available literature on the issues and strongly recommends further exploration on the problem.

Chapter - 3

This includes a detailed methodology of conducting research on the issue under consideration and various components of research design such as the universe, the sample, types of data, tools of data collection, technique of data collection, ethical consideration and methods use to analyse data.

Chapter - 4

The Chapter includes the interpretation of data and results of the study. The results of the study will be illustrated through suitable table and figure. This chapter will also include the discussion of findings.

Chapter - 5

The Chapter five summarizes the findings of the study and conclusions derived thereof. The research has also made some valuable suggestions for further research.